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# Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

## 1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<b>Australian Qualifications Framework</b> The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a> .
<b>Volume of learning</b> When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a>	The sample delivery plans provided in section 3.2 include suggested time allocations. You may need to adjust these allocations when planning delivery in the context of a whole qualification to meet volume of learning requirements and learner needs.

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### BSBITU203 Communicate electronically

##### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

##### Application

This unit describes the skills and knowledge required to send, receive and manage electronic mail (email), as well as collaborate online using chat rooms, intranets and instant messaging.

It applies to individuals who use business technology to perform a range of routine tasks to communicate with co-workers, customers or others. The individual will use a limited range of practical skills and fundamental knowledge in a defined context under direct supervision or with limited individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

##### Unit Sector

Information and Communications Technology – IT Use

##### Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

## 2.2 Unit of competency assessment requirements

### Assessment requirements for BSBITU203 Communicate electronically

#### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.
<b>Performance evidence</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>follow organisational and service provider requirements when communicating electronically</li> <li>follow organisational policy and procedures when managing all aspects of electronic communication</li> <li>comply with netiquette</li> <li>collaborate in accordance with agreed parameters for electronic communication</li> <li>identify most appropriate software applications.</li> </ul> <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
<b>Knowledge evidence</b>	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"> <li>identify different methods of electronic communication</li> <li>outline key provisions of relevant legislation that affect aspects of business operations</li> <li>outline relevant organisation policies and procedures.</li> </ul>
<b>Assessment conditions</b>	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:</p> <ul style="list-style-type: none"> <li>organisational policies and procedures</li> <li>relevant legislation</li> <li>relevant workplace documentation and resources</li> <li>industry software packages.</li> </ul> <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>
<b>Links</b>	<p>Companion volumes available from the IBSA website:</p> <p><a href="http://www.ibsa.org.au/companion_volumes">http://www.ibsa.org.au/companion_volumes</a> -</p> <p><a href="http://www.ibsa.org.au/companion_volumes">http://www.ibsa.org.au/companion_volumes</a></p>

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBITU203 Communicate electronically*. These plans, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember, it is your responsibility as the trainer to use the most appropriate strategies for your learners.

The delivery plans have been developed for use in a face-to-face delivery environment. However, certain features of the delivery plans can be adapted to be used for individual/online learners, particularly for those parts of the learning content that necessitate some form of group interaction or communication.

Topic 1: Implement procedures to send and receive electronic mail	
<b>Suggested time allocation:</b> 6 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>• Recommended reading</li> <li>• Slide presentation software</li> </ul>	<b>Slide nos:</b> 2–15
<b>Recommended reading</b>	<b>Terminology checklist</b>
Aspire learner guide <i>BSBITU203 Communicate electronically</i> , Release 1 Topic 1: Implement procedures to send and receive electronic mail	<ul style="list-style-type: none"> <li>• Ergonomics</li> <li>• Email programs</li> <li>• Domain name</li> <li>• Organisation type</li> <li>• Notifications</li> <li>• Tablets</li> <li>• Web mail</li> <li>• Internet relay chat</li> <li>• Voice over internet protocol</li> <li>• Web-conferencing</li> <li>• Webinars</li> <li>• Video conferencing</li> <li>• Subject line</li> <li>• Greeting</li> <li>• Signature</li> <li>• Attachments</li> <li>• Flagging email</li> <li>• Tracking email</li> <li>• Disclaimer</li> <li>• Undeliverable email</li> </ul>
<b>Suggested training strategies</b>	
<ul style="list-style-type: none"> <li>• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBITU203 Communicate electronically</i>. You may wish to discuss recognition of prior learning processes with learners at this stage.</li> </ul>	

## 3.3 Learning mapping

*BSBITU203 Communicate electronically, Release 1*

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Implement procedures to send and receive electronic mail</b>			
1.1 Login to software for sending and receiving email in accordance with organisational requirements	1A Log into email software	1	LC 1: Part B 1
1.2 Check outgoing email for accuracy and ensure any required attachments are prepared, in accordance with organisational and service provider requirements	1B Check outgoing emails	2	LC 1: Part B 1, 2, 3; Part C
1.3 Identify urgent, confidential, personal, suspicious or potentially dangerous email and take appropriate action	1C Identify email characteristics	3	LC 1: Part B 1–4
1.4 Deal with returned email in accordance with organisational policies and procedures	1D Deal with returned emails	4	LC 1: Part B 1–4
<b>Element 2: Manage electronic mail; there</b>			
2.1 Set security levels and/or filters for incoming email in accordance with organisational requirements	2A Set security and filters for incoming email	5	LC 2: Part A 1, 2, 3
2.2 Create and maintain individual mailboxes in accordance with organisational requirements	2B Create and maintain mailboxes	6	LC 2: Part C 2
2.3 Store email and/or attachments in accordance with organisational requirements	2C Store emails and attachments	7	LC 2: Part C 2
2.4 Empty inboxes and archive or permanently delete in accordance with organisational requirements	2D Archive or delete email information	8	LC 2: Part C 2

## Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

<b>Complete the following task</b>	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
<b>Select and complete one of the following</b>	Part B – Project: Communicating electronically at BizOps Enterprises You will demonstrate your skills and knowledge by completing a scenario-based project. OR Part C – Project: Communicating electronically at work You will demonstrate your skills and knowledge by completing a project in your workplace.
<b>Select and complete one of the following</b>	Part D – Observation Your work performance will be documented while being observed by an assessor. OR Part E – Third-party report Your work performance will be documented using a third-party report completed by a relevant supervisor.

## Negotiating assessment tasks

It is critical that candidates understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the candidate.

For example, a candidate completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, candidates completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

## How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Candidate name:	
Phone number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	BSBITU203 <i>Communicate electronically</i> , Release 1
Assessment tasks selected:	<p>Part A – Questioning</p> <p>Select and complete one of the following:</p> <p><input type="checkbox"/> Part B – Project: Communicating electronically at BizOps Enterprises OR</p> <p><input type="checkbox"/> Part C – Project: Communicating electronically at work</p> <p>Select and complete one of the following:</p> <p><input type="checkbox"/> Part D – Observation OR</p> <p><input type="checkbox"/> Part E – Third-party report</p>



## 4.3 Assessment mapping

*BSBITU203 Communicate electronically*, Release 1

Unit of competency	Part A – Questioning	Part B – Project: Scenario	Part C – Project: At work	Part D – Observation	Part E – Third-party report
<b>Element 1: Implement procedures to send and receive electronic mail</b>					
1.1 Login to software for sending and receiving email in accordance with organisational requirements		P1	P1		
1.2 Check outgoing email for accuracy and ensure any required attachments are prepared, in accordance with organisational and service provider requirements		P2	P2		
1.3 Identify urgent, confidential, personal, suspicious or potentially dangerous email and take appropriate action		P4	P4		
1.4 Deal with returned email in accordance with organisational policies and procedures		P5	P5		
<b>Element 2: Manage electronic mail</b>					
2.1 Set security levels and/or filters for incoming email in accordance with organisational requirements		P6	P6		
2.2 Create and maintain individual mailboxes in accordance with organisational requirements		P7	P7		
2.3 Store email and/or attachments in accordance with organisational requirements		P8	P8		

## 4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

### Record of outcome

<b>Training organisation name:</b>		
<b>Candidate name:</b>		
<b>Unit code and title:</b>	BSBITU203 <i>Communicate electronically</i> , Release 1	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Communicating electronically at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Communicating electronically at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	